

External Review Team Process

Office of Federal and State Accountability Division of Accountability



FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: Douglas Elementary School

District: Edgefield County

Principal: F. Bruce Lee

Superintendent: Mary Rice-Crenshaw

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

Douglas Elementary School is located in Trenton, South Carolina, a part of rural Edgefield County. The school enrollment for the 2006-2007 school year was 294 in preschool through grade 5. The data also shows the following.

- **57% of our enrollment is African American. (Based on SASI data)**
- **31% of our enrollment is Caucasian. (Based on 2007 SASI data)**
- **10% of our enrollment is Hispanic. (Based on 2007 SASI data)**
- **82% of our students qualified for free and reduced lunch. (Based on 2007 SASI data)**
- **2% of our students were in the gifted and talented program. (Based on 2007 SASI data)**
- **24% of students had IEP's. (Based on 2007 SASI data)**

The staff at Douglas consists of 33 certified staff members. Of these staff members, 22 are homeroom teachers. Douglas has 28 continuing contract teachers and 2 who are on annual contracts and are being evaluated through the state ADEPT process. The current principal is completing his first year as principal of the school.

An examination of the current curriculum showed the following.

- **Different teachers use different mathematics series throughout the school.**
- **Although the school was named an exemplary writing school in 2000-2001, many of the newer teachers have not had training in teaching writing and the writing curriculum differs from classroom to classroom.**

FOCUSED SCHOOL RENEWAL PLAN (FSRP)
2008–09 School Year of Implementation
Rationale Addendum

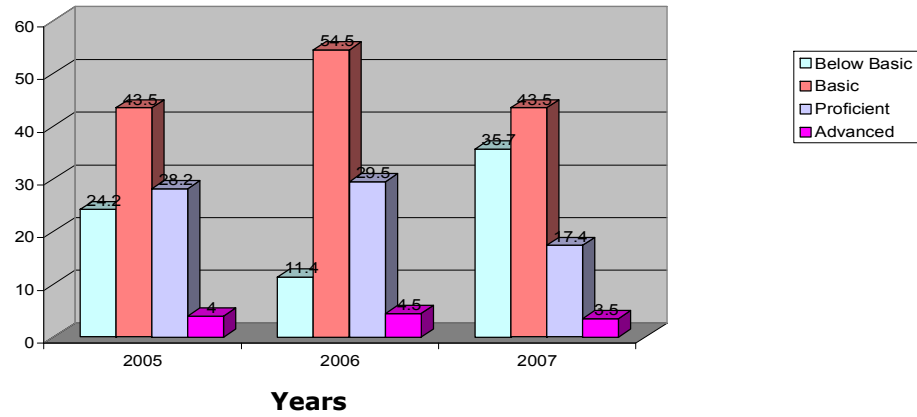
The following additions/changes are reflected in the 2008-2009 Revised FSRP for Douglas Elementary:

- **The ERT Review Committee recommendations are addressed.**
- **Calendar revisions include as much detail as available on September 19, 2008.**
- **Several implementation dates for strategies were changed due to the inability to fulfill. For example, in the student achievement goal addressing math, the program components for “Math Out of the Box” did not arrive until the week of September 1, 2008; therefore, the professional development was not possible and has been rescheduled.**

Pact Data All Students

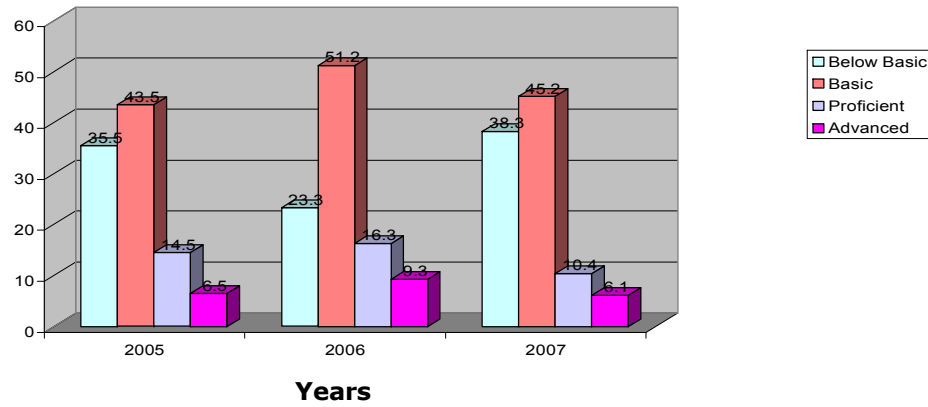
English/Language Arts

Percentages



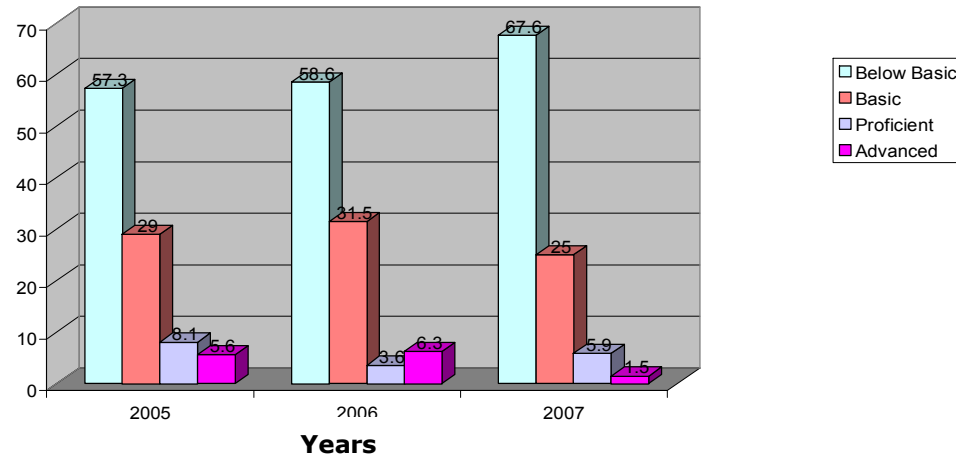
Mathematics

Percentages



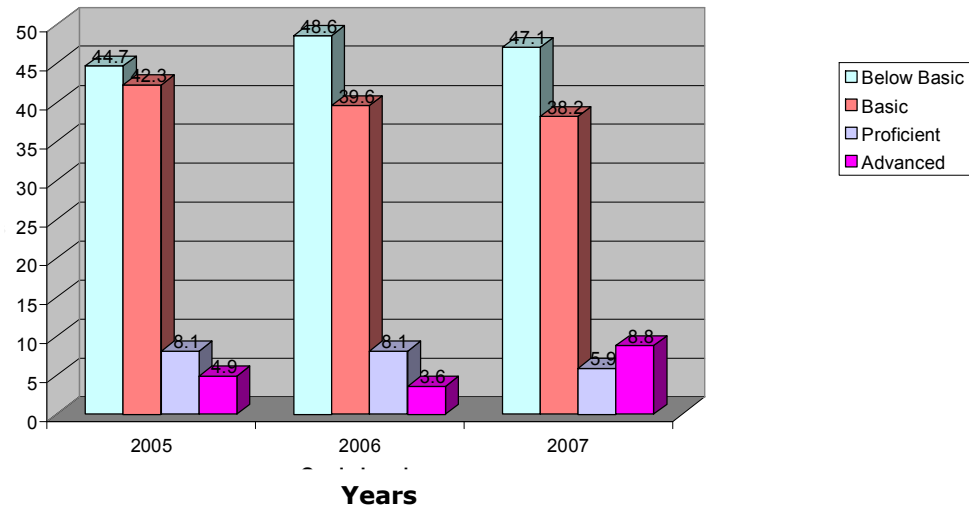
Science

Percentages



Social Studies

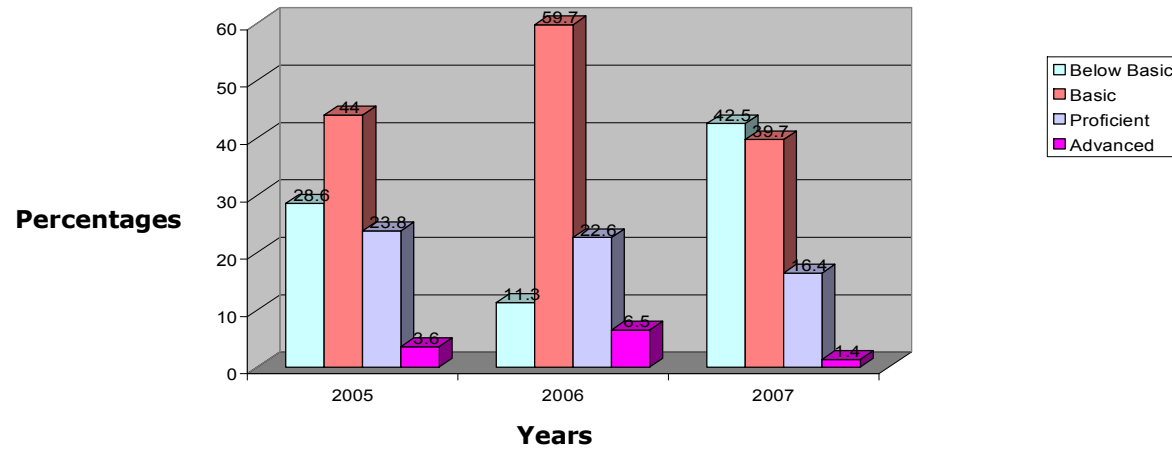
Percentages



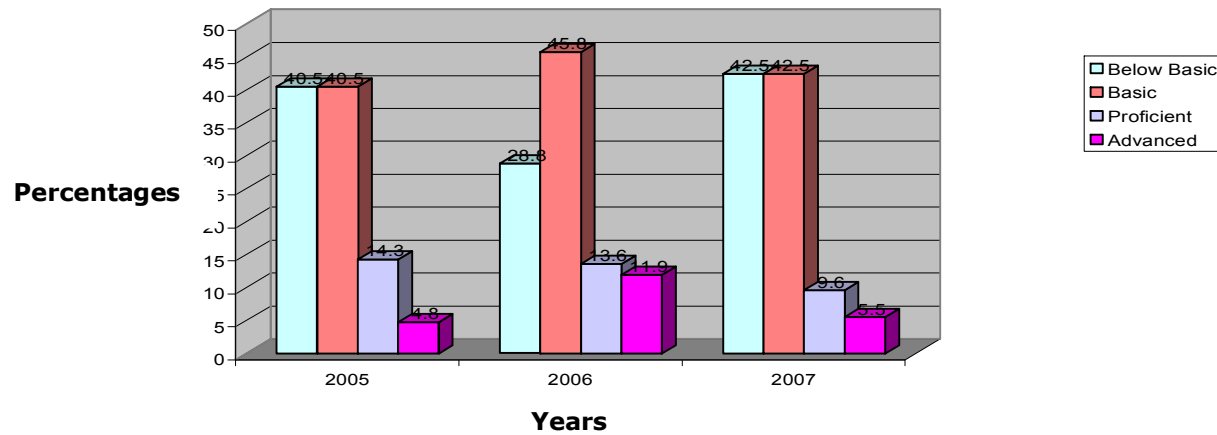
Pact Data -All Students

PACT Data African American Students

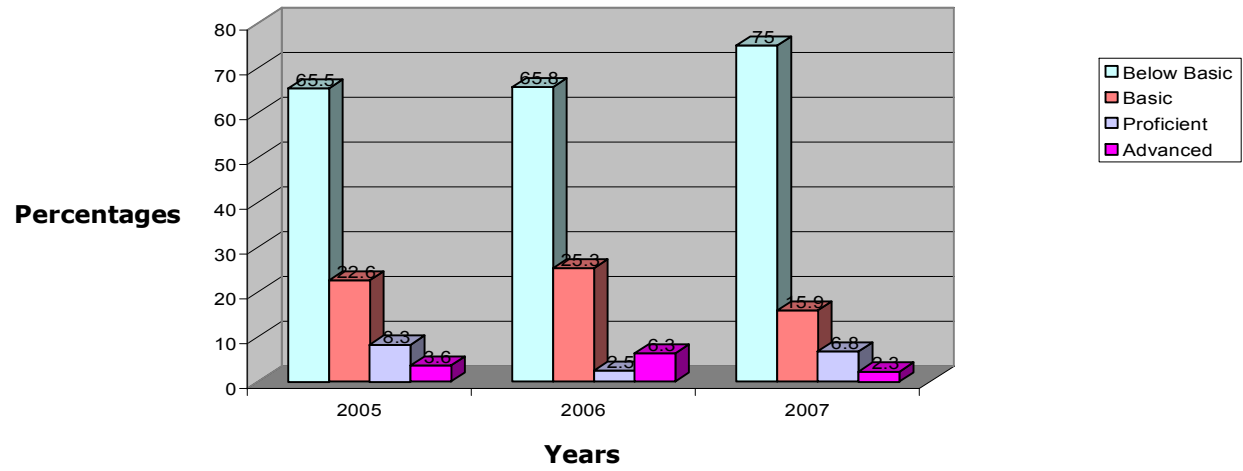
English/Language Arts



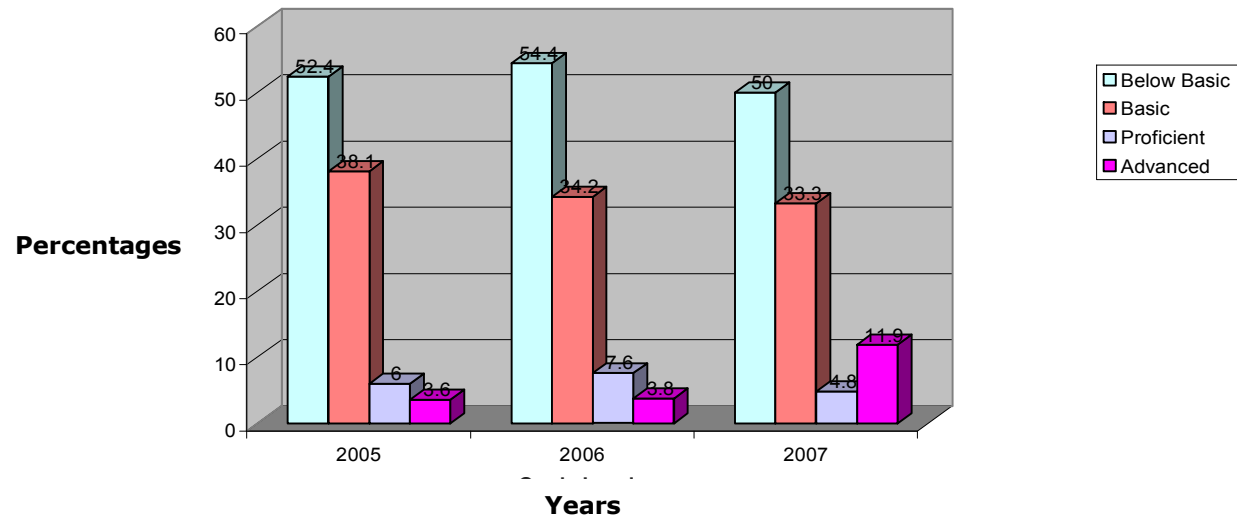
Math



Science



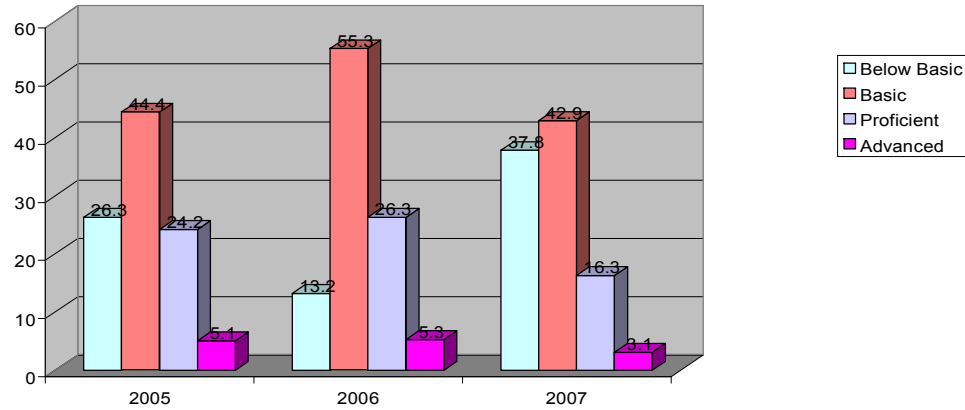
Social Studies



PACT Data Subsidized Meals

English/Language
Arts

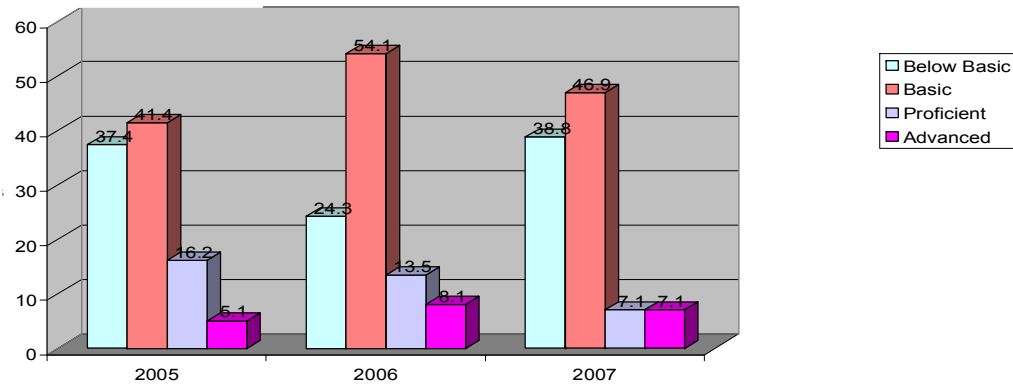
Percentages



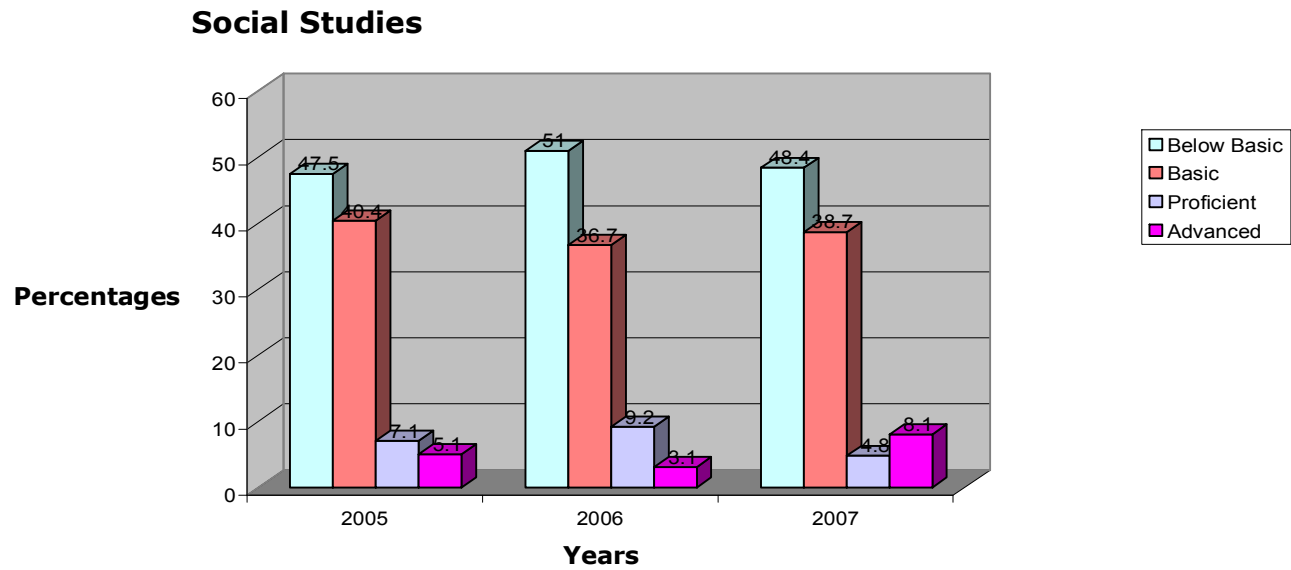
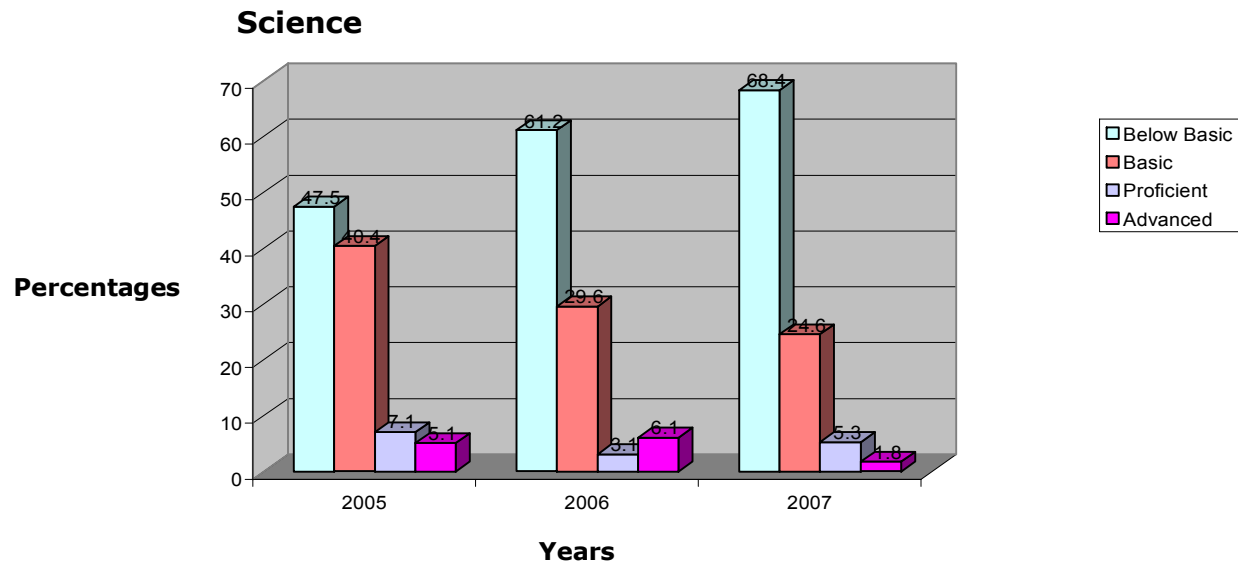
Years

Math

Percentages



Years



PACT Data
Subsidized Meals

Pact Data Analysis showed the following.

- **A larger percentage of students in every subgroup met the state standard in English Language Arts each year than in math, science, or social studies.**
- **A larger percentage of students scored below basic in every area in 2007 than in 2005 and 2006.**
- **31.7% of students in grades 3-5 scored below basic in Writing in 2007 as compared to 26.7% in Reading.**
- **67% of students in grades 3-5 that took the PACT Science test in 2007, scored below basic.**
- **38.3% of students in grades 3-5 scored below basic in Math in 2007.**
- **47.1% of students in grades 3-5 scored below basic in Social Studies in 2007.**

SUMMARY OF PROCESS USED TO DEVELOP THE FSRP AND THE PERSONS INVOLVED

The school administrators gathered data and then met with the school leadership team to review and discuss the data. They then met with the External Review Team to discuss the data and other characteristics of the school.

Once the data was reviewed, the school leadership team met to determine which areas to concentrate on for the Focused School Renewal Plan (FSRP). It was decided that the school goals would focus on Writing, Math, and Science based on data from test scores. It was also decided that part of the plan would focus on using data to drive instructional decisions about student needs.

The entire faculty was asked to come up with strategies that would help improve the school. The district Superintendent, Assistant Superintendent, and Title One Coordinator met with the school leadership team throughout the planning process. In order to have a useful product, the school administration, the school leadership team, district office personnel, and members of the External Review Team worked to create a plan that focused on student achievement.

NARRATIVE OF HOW SELECTED GOALS WILL ENABLE THE SCHOOL TO MEET EXPECTED PROGRESS

The school plans to meet expected progress by focusing on math, writing, and science goals based on past performances in testing. Using a common standards-based curriculum for all subject areas will ensure that students will receive a common instructional focus in all classrooms. The Edgefield County School District is in the process of developing district-wide pacing guides for all subject areas. This will be completed and in use by August of 2008.

Before June of 2008, a common math curriculum will have been selected from the current state adoption list. Measures of Academic Progress (MAP) data will be used to gather baseline information in the fall and progress in the winter and spring. A remediation/enrichment period will be implemented for math at least 3 times a week. Students will be instructed in groups based on needs and levels identified through MAP testing. Every morning students will complete practice problems based on the 5 mathematical areas identified through the National Council for Teachers (NCTM) using the Fantastic Five program. This will provide the students with a program of math aligned with the state standards, a benchmark assessment system based on skills, a remediation/enrichment program based on student needs, and daily practice in all areas of mathematics to ensure a program designed to increase student achievement.

By July of 2008, a decision will be made concerning which writing program to use and teachers will be trained in the program. The program that the school has used in the past is Write From The Beginning, however, all teachers have not been trained in its use. In September of 2008, a baseline fall writing sample will be taken and scored using the state rubric. Writing will be taught daily. Schoolwide writing prompts will be used monthly. Student portfolios will be kept. Raising the writing scores will bring them in line with the reading scores and help to increase student achievement in English Language Arts.

Teachers will be expected to use the FOSS kits along with the text and district pacing guide to improve science instruction. Instruction will be standards based with collaboration and planning occurring among teams of teachers.

In summary, professional development throughout the 2008-2009 school year will improve the instructional program and enable students to achieve at higher levels.

School Timeline

JULY 2008

- **By July 2008, teachers will have professional development in a standardized math curriculum.**
- **By July 2008, teachers will have professional development in the utilization of data.**

AUGUST 2008

- **2008-2009 school year begins**
- **Implement Fantastic Five**
- **Implement pacing guides**
- **Implement standards based science curriculum**
- **Implement science FOSS kits into lessons**
- **Implement grade specific SC science teaching standards**
- **Classroom observations**
- **Weekly lesson plan reviews**
- **Quarterly science grade level planning**
- **Implementation of mathematics progress sheet/folder for each individual student**

SEPTEMBER 2008

- **Implementation of small groups remediation and/or enrichment based on Spring MAP RIT scores**
- **Administer Fall MAP**
- **Implement standards based mathematics curriculum**
- **Implement standards based writing curriculum**
- **Implement weekly proof reading and editing lessons in ELA**
- **Implementation of using student journals for Response to Literature and creative writing**
- **Collect fall writing sample**
- **Implementation of 15 point SC Extended Response Scoring Rubric and interrater reliability**
- **Data Analysis professional development**
- **Principal/teacher data conferences with feedback**
- **Teacher/student data conferences with feedback**
- **Classroom observations**
- **Weekly lesson plan reviews**

- **Quarterly Long Range Plans Review**
- **Monthly writing prompt**

OCTOBER 2008

- **Begin data driven remediation/ enrichment instruction based upon Fall MAP results**
- **Classroom observations**
- **Weekly lesson plan reviews**
- **Quarterly check for implementation of 15 point SC Extended Response Scoring Rubric and interrater reliability**
- **Quarterly math reports printed and given to teachers**
- **Nine weeks logs of small groups submitted to administrators**
- **Administrators conference with teachers to discuss student growth (data notebooks)**
- **Administrators conference with math teachers to discuss data and progress of each student**
- **Monthly writing prompt**
- **Data analysis and reading and writing strategies**
- **Write From the Beginning training**
- **Science instructional strategies individual professional developments**
- **Math Out of the Box follow-up sessions with math coach**
- **Math coaching**

NOVEMBER 2008

- **Classroom observations**
- **Weekly lesson plan reviews**
- **Monthly writing prompt**
- **Quarterly science grade level planning**
- **Write From the Beginning follow-up grade level training sessions**
- **Science instructional strategies individual professional developments**
- **Math coaching**

DECEMBER 2008

- **Classroom observations**
- **Weekly lesson plan reviews**
- **Quarterly Long Range Plans reviews**
- **Monthly writing prompt**
- **Science instructional strategies individual professional developments**
- **Math coaching**
- **Write From the Beginning follow-up sessions**

JANUARY 2009

- **Winter writing sample**
- **Teacher/student writing conferences**
- **Classroom observations**
- **Weekly lesson plan reviews**
- **Quarterly check for implementation of 15 point SC Extended Response Scoring Rubric and interrater reliability**
- **Quarterly math reports printed and given to teachers**
- **Nine weeks logs of small groups submitted to administrators**
- **Administrators conference with teachers to discuss student growth (math)**
- **Administrators conference with math teachers to discuss data and progress of each student**
- **Monthly writing prompt**
- **MAP winter testing**
- **Math coaching**

FEBRUARY 2009

- **MAP winter testing make ups**
- **Adjust remediation/enrichment groups based upon Winter MAP scores**
- **Goal setting conferences with students**
- **Science mid-year post test**
- **Classroom observations**
- **Weekly lesson plan reviews**
- **Quarterly Long Range Plans review**

- Quarterly science grade level planning
- Schoolwide writing assessment for student achievement goal 2 measure
- Science Day
- Math coaching

MARCH 2009

- Principal/teacher data conference
- Classroom observations
- Weekly lesson plan reviews
- Quarterly check for implementation of 15 point SC Extended Response Scoring Rubric and interrater reliability
- Quarterly math reports printed and given to teachers
- Nine weeks logs of small groups submitted to administrators
- Administrators conference with teachers to discuss student growth (math)
- Administrators conference with math teachers to discuss data and progress of each student
- Monthly writing prompt
- PASS writing assessment
- MAP spring testing
- Math coaching

APRIL 2009

- Classroom observations
- Weekly lesson plan reviews
- Science post test on skills taught from February through April
- Quarterly Long Range Plans review
- Quarterly science grade level planning
- Monthly writing prompt
- Math coaching

MAY 2009

- Principal/teacher end of year conference
- PASS Testing
- Weekly lesson plan reviews

- **Quarterly check for implementation of 15 point SC Extended Response Scoring Rubric and interrater reliability**
- **Quarterly math reports printed and given to teachers**
- **Nine weeks logs of small groups submitted to administrators**
- **Administrators conference with teachers to discuss student growth (data notebooks)**
- **Administrators conference with math teachers to discuss data and progress of each student**
- **Monthly writing prompt**
- **Math coaching**

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 1: By April 1, 2009, 35% of the students in grades 3-5 will advance one performance level in mathematics as measured by comparisons of individual student RIT scores to the NWEA cut-off correlations from the Fall 2008 to the Winter 2009 (will be administered the last week of January) MAP administration.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Teachers will implement morning work that emphasizes the five Mathematics areas identified by NCTM (National Council Teachers of Mathematics). (Fantastic Five)	Principal Bruce Lee Classroom Teachers (grades 2-5)	August 2008 - ongoing	Lesson plans will show that the program is planned weekly. Classroom observation feedback forms will show that the program is being used for instruction. Documentation: <u>Bruce Lee and Cherya Clark</u> will maintain a log of 1) weekly lesson plan reviews and 2) bi-weekly observations with feedback summary.
Teachers will participate in Professional Development training and implement a standards based mathematics	Math Coach (Kathy Prince) Classroom	September 2008 - ongoing	Agendas and sign-in sheets of Professional Development will be maintained by <u>Math Coach (Kathy Prince)</u>. Weekly lesson plans and long

curriculum (Math Out of the Box).	Teachers		range plans will reflect implementation of curriculum program and use of grade specific standards. Documentation: checklist of lesson plans reviews maintained by <u>Bruce Lee and Cherya Clark</u> (weekly) and bi-weekly observations using 3-minute walk through forms.
Remediation and/or enrichment will be provided daily based upon MAP RIT score deficiencies through small group activities and ODYSSEY lab. Groups will be flexible to accommodate needs of individual students.	Classroom Teachers Math Coach, Kathy Prince Lab Instructor	September 1, 2008 - ongoing	Nine weeks logs of small groups will be submitted by teachers to Principal and Assistant Principal to chart progress. Administrators and Math Coach will meet quarterly with each teacher to discuss student growth; Log of meetings and anecdotal notes maintained by <u>Bruce Lee, Cherya Clark, and Kathy Prince</u> . Lab instructor will print quarterly reports for teachers and administration.
Following Professional Development, teachers will utilize Mathematics pacing guides provided by Edgefield County School District to ensure planning and use of grade level SC math standards.	Principal, Bruce Lee Classroom Teachers Assistant Superintendant, Diane Murrell Math Coach, Kathy Prince	August 2008 - ongoing	Weekly lesson plans will document the use of pacing guides for planning. The principal will maintain bi-weekly classroom observation feedback forms to document instruction based on the pacing guides. Documentation: <u>Bruce Lee and Cherya Clark</u> will maintain quarterly checklists to demonstrate use and implementation. Professional Development documented by agenda (s), sign-in sheet (s), kept by <u>Bruce Lee and Kathy Prince</u> .
Teachers will maintain a mathematics progress sheet/folder for each individual student to analyze	Administrators, Bruce Lee Cherya Clark	August 2008 - ongoing	Principal and Math Coach will conduct quarterly meeting with each math teacher to discuss data and progress of each student. <u>Bruce Lee</u> will maintain a

available test results and performance throughout the year. (Testview, STAR math, etc.)	Classroom Teachers Math Coach, Kathy Prince		log and brief anecdotal notes about each conference.
--	--	--	---

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Goal 2: By April 1, 2009, 60% of the students in Grades 3-5 will score 10 points or higher on a grade level writing prompt administered in February 2009 and scored using the 15 point SC Extended Response Rubric.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Teachers will participate in Professional Development training and implement the 15 point SC Extended Response Scoring Rubric and interrater reliability.	Principal, Bruce Lee Math Coach Kathy Prince Stephanie Humphries Elaine Nickelsen	September 2008 - ongoing	Agenda, minutes, and sign-in sheet of Professional Development will be maintained by <u>Bruce Lee</u> . Documentation: <u>Bruce Lee and Cherya Clark</u> will maintain quarterly checklist to demonstrate implementation.
Teachers will participate in Professional Development training and implement Effective Writing, Thinking	Principal, Bruce Lee Classroom	September 2008 - ongoing	Agenda, minutes, and sign-in sheet of Professional Development will be maintained by <u>Bruce Lee</u> . Documentation: <u>Bruce Lee and Cherya Clark</u> will maintain

Maps, "Write from the Beginning", and Writing Across the Curriculum.	Teachers Stephanie Humphries Elaine Nickelsen		quarterly checklist to demonstrate implementation.
Following Professional Development, teachers will administer and score monthly grade level writing prompts using the 15 point SC Extended Response Scoring Rubric. Analysis and individual student growth will be reflected in the data analysis notebooks.	Debbie Hennessee Cynthia Mathis Classroom Teachers	September 2008 – ongoing	Lesson plans will show that a writing prompt is planned monthly. Student writing portfolios will show the use of monthly writing prompts. Documentation: <u>Bruce Lee and Cherya Clark</u> will maintain a log of 1) monthly lesson plan and student portfolio reviews and 2) monthly writing prompts.
Teachers will implement and maintain student journals for Response to Literature and creative writing.	Principal, Bruce Lee Classroom Teachers	September 2008 – ongoing	Lesson plans will reflect implementation of student journals for Response to Literature and creative writing. During observations, administrators will check several journals and make note on the observation forms. Documentation: <u>Bruce Lee and Cherya Clark</u> will maintain a checklist of weekly lesson plan reviews and bi-weekly observations using 3-minute walk through forms.
Proofreading and editing will be taught in conjunction with ELA at least 1 time per week	Principal, Bruce Lee Classroom	September 2008 – ongoing	Lesson plans will reflect ELA proofreading and editing lessons at least 1 time per week. Classroom observation feedback forms will show proofreading and editing

	Teachers		lessons. Documentation: <u>Bruce Lee and Cherya Clark</u> will maintain a checklist of weekly lesson plan reviews and biweekly observations using 3-minute walk through forms.
--	-----------------	--	---

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 3: By April 1, 2009, 60% of the students in grades 3-5 will score at least 80% on science Post-test to be administered in February 2009.

***There is no district science benchmark test. No pretest will be used. The post-test will be constructed based upon the McMillan/McGraw Hill test accompanying the adopted series but including only the SC Science Standards identified in the Edgefield County Pacing Guides for grades 3-5.**

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>(Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)</i>
Teachers will participate in Professional Development training and implement grade specific SC science	Principal, Bruce Lee Gwen Johnson	August 2008 - ongoing	Agendas, minutes, and sign-in sheets will be maintained by <u>Bruce Lee and Cherya Clark</u>. Weekly lesson plans and long range plans will reflect implementation and use of grade specific SC science teaching standards. Documentation:

teaching standards.			checklist of weekly lesson plan reviews maintained by <u>Bruce Lee and Cherya Clark</u> and bi-weekly observations using 3-minute walk through forms.
Teachers will participate in Professional Development training and implement FOSS science kits into lessons.	Principal, Bruce Lee Gwen Johnson Classroom Teachers	August 2008 - ongoing	Agendas, minutes, and sign-in sheets will be maintained by <u>Bruce Lee and Cherya Clark</u> . Weekly lesson plans and long range plans will reflect implementation and use of FOSS science kits. Documentation: checklist of weekly lesson plan reviews maintained by <u>Bruce Lee and Cherya Clark</u> and bi-weekly observations using 3-minute walk through forms.
Teachers will participate in Professional Development training on the effective use of science pacing guides provided by the Edgefield County School District and implement into curriculum.	Principal, Bruce Lee Assistant Superintendant, Diane Murrell Classroom Teachers	August 2008 - ongoing	Weekly lesson plans will document the use of science pacing guides for planning. Classroom observation feedback forms will document instruction based on the science pacing guides. Documentation: checklist of weekly lesson plan reviews maintained by <u>Bruce Lee and Cherya Clark</u> and bi-weekly observations using 3-minute walk through forms.
Teachers will participate in quarterly grade level planning.	Principal, Bruce Lee Grade Level Chair	August 2008 - ongoing	Agendas, minutes, and sign-in sheets will be maintained by <u>Grade level chairs</u> . Documentation: <u>Bruce Lee and Cherya Clark</u> will maintain quarterly checklist to demonstrate quarterly grade level planning.
Science day will be provided to support SC science teaching	Brenda Jackson Vicki Butler	February 2009	Documentation: Schedule and agenda will be maintained by <u>Bruce Lee and Cherya Clark</u> .

standards.

**Science
Teachers**

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 1: By April 1, 2009, 100% of classroom teachers will utilize PACT and MAP data to make academic decisions based on the needs of their students, and assist these students where academic deficiencies exist which will be measured by the following:

Focused Goal 1: By April 1, 2009, 35% of the students in grades 3-5 will advance one performance level in mathematics as measured by comparisons of individual student RIT scores to the NWEA cut-off correlations from the Fall 2008 Pretest to Winter 2009 MAP administrations.

Focused Goal 2: By April 1, 2009, 60% of the students in Grades 3-5 will score 10 points or higher on a grade level writing prompt administered in February 2009 and scored using the 15 point SC Extended Response Rubric.

Focused Goal 3: By April 1, 2009, 60% of the students in grades 3-5 will score at least 80% on science Post-test to be administered in February 2009.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Provide professional development on utilizing MAP and PACT data to increase student performance	Principal, Bruce Lee Debbie Hennessee Consultant, Dr. Frank Roberson	August 2008	Agendas and sign-in sheets will show that professional development was provided to assist teachers with the analysis of data and development of effective strategies for improving student achievement. <u>Bruce Lee</u> will maintain documentation.

Schedule quarterly conferences with individual teachers to monitor academic decisions based on the needs of students.	Principal, Bruce Lee Assistant Principal, Cherya Clark	August 2008 - ongoing	Logs of individual teacher quarterly conferences along with anecdotal records will be maintained by <u>Bruce Lee and Cherya Clark</u> in administrative folder.
Teachers will maintain data notebooks to document student progress throughout the year.	Principal, Bruce Lee	August 2008 – ongoing	<u>Bruce Lee and Cherya Clark</u> will check notebooks at the end of each nine weeks grading period and provide written feedback to each teacher. Copies of feedback will be signed by teacher with original stored in principal’s FSRP notebook. Documentation maintained by <u>Bruce Lee and Cherya Clark</u>.
Schoolwide “Academy Time” will be implemented to address math needs of individual students based upon MAP RIT scores. The first thirty minutes each morning will be dedicated to this differentiated instructional program.	Principal, Bruce Lee Assistant Principal, Cherya Clark Math Coach, Kathy Prince	September 2008 – ongoing	<u>Principal</u>, along with <u>math coach</u>, will work with teachers to form math RIT groups across grade levels with adjustments following each MAP administration. Bi-weekly, the principal will monitor “Academy Time” for satisfactory implementation and needed revisions and/or adjustments. A schoolwide log of groups will be maintained by the <u>Kathy Prince and Bruce Lee</u> along with a checklist of observations with names and dates.
Grade level groups will be restructured and implemented to provide daily ELA targeted instruction based upon MAP RIT scores.	Principal, Bruce Lee Assistant Principal, Cherya Clark Debbie Hennessee	September 2008 - ongoing	Principal will assist classroom teachers within each grade level to group students for targeted ELA instruction. Groupings will change following the Fall and Winter MAP administrations. <u>Administration (Bruce Lee and Cherya Clark)</u> will monitor sessions, keeping a checklist of visits and lists of groupings.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal’s Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 2: By April 1, 2009, the principal will have provided instructional leadership through professional development to 100% of classroom teachers to enable them to plan and implement effective instructional strategies as measured by the following:

Focused Goal 1: By April 1, 2009, 35% of the students in grades 3-5 will advance one performance level in mathematics as measured by comparisons of individual student RIT scores to the NWEA cut-off correlations from the Fall 2008 Pretest to Winter 2009 MAP administrations.

Focused Goal 2: By April 1, 2009, 60% of the students in Grades 3-5 will score 10 points or higher on a grade level writing prompt administered in February 2009 and scored using the 15 point SC Extended Response Rubric.

Focused Goal 3: By April 1, 2009, 60% of the students in grades 3-5 will score at least 80% on science Post-test to be administered in February 2009.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal’s responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Administrators will observe classrooms bi-weekly and provide written documentation and feedback using school walk through form to monitor for satisfactory implementation of student achievement strategies.	Principal, Bruce Lee Assistant Principal, Cherya Clark	August 2008 - ongoing	<u>Administration</u> will maintain bi-weekly checklists of observations along with anecdotal records to note feedback provided to teachers. Documentation will be maintained by <u>Bruce Lee and Cherya Clark</u> .

Principal will plan and implement professional development in use of new district planning guides and ensure utilization to address all SC curriculum standards in four content areas.	Principal, Bruce Lee Assistant Principal, Cherya Clark Assistant Superintendent, Diane Murrell	September 2008 – ongoing	<u>Principal</u> will maintain current calendar of professional development along with agendas and sign- in sheets referencing use of planning guides. Feedback will be gathered by <u>principal</u> during quarterly conferences with grade level teams of teachers. Documentation will be maintained by <u>Bruce Lee and Cherya Clark</u> .
Using the district pacing guides, the principal will assist teachers in the collaborative development of Long Range Plans in the four content areas and require their submission at the beginning of each nine weeks.	Principal, Bruce Lee Assistant Principal, Cherya Clark Assistant Superintendent, Diane Murrell	September 2008 – ongoing	Long Range Plans will be submitted to the principal quarterly for his review with copies retained in the office along with copies of any feedback given to teachers. Documentation will be maintained by <u>Bruce Lee</u> . Student data notebooks will be monitored quarterly by the principal to measure student progress toward meeting targeted RIT growth as a measure of success of Academy Time and Odyssey instruction (differentiated ELA and Math instruction provided daily). Documentation: Principal checklist of quarterly monitoring of teacher.
Administrators will check teachers' lesson plans weekly to ensure proper planning to address SC standards and to monitor for appropriate pacing of content.	Principal, Bruce Lee Assistant Principal, Cherya Clark	September 2008 – ongoing	Checklists by the week will be maintained to document monitoring with anecdotal records to note problems/issues. Documentation will be maintained by <u>Bruce Lee and Cherya Clark</u> .

<p>Administrators will meet monthly with grade level teams to review/discuss expectations, resolve issues/concerns, and gather feedback and suggested revisions for the district pacing guides.</p>	<p>Principal, Bruce Lee</p> <p>Assistant Principal, Cherya Clark</p>	<p>September 2008 – ongoing</p>	<p><u>Principal and/or assistant principal</u> will make notes during monthly conferences of items discussed and possible resolutions to problems. <u>Principal</u> will provide assistant superintendent with copies of monthly notes as feedback reference new pacing guides.</p>
--	--	--	--

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation**

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Instructional Leadership Goal 1: By April 1, 2009, the Edgefield County School District will provide standards based materials, professional development, and supervisory monitoring to ensure improved instruction to accomplish Douglas Elementary's student achievement goals as follows:

Focused Goal 1: By April 1, 2009, 35% of the students in grades 3-5 will advance one performance level in mathematics as measured by comparisons of individual student RIT scores to the NWEA cut-off correlations from the Fall 2008 Pretest to Winter 2009 MAP administrations.

Focused Goal 2: By April 1, 2009, 60% of the students in Grades 3-5 will score 10 points or higher on a grade level writing prompt administered in February 2009 and scored using the 15 point SC Extended Response Rubric.

Focused Goal 3: By April 1, 2009, 60% of the students in grades 3-5 will score at least 80% on science Post-test to be administered in February 2009.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
The district will utilize exemplary teachers from all schools to develop curriculum pacing guides in the 4 core content areas (ELA, Math, Science, and Social Studies) to ensure instruction in all grade level appropriate SC Curriculum Standards. Guides will be provided to each teacher at Douglas.	Assistant Superintendent for Instruction, Diane Murrell Curriculum Instructional Team	July 2008-August 2008	Teams of teachers will use the latest SC curriculum standards and support documents to prepare guides. Guides will be ready by the end of August. Documentation: Actual copies of all guides on file with <u>Diane Murrell</u> and <u>Principal Bruce Lee</u>.

<p>The District Instructional Team will provide on-going professional development in each core area to assist teachers with utilization for planning and implementation.</p>	<p>Assistant Superintendent for Instruction, Diane Murrell</p> <p>ERT District Administration/Title I Director, Dr. Myrtis Walker</p> <p>Principal, Bruce Lee</p>	<p>July 2008-on-going</p>	<p><u>Diane Murrell</u> and <u>Dr. Myrtis Walker</u> will work with administration at Douglas Elementary to determine the professional development needs of the faculty and to provide quality professional development activities to ensure appropriate use of guides. <u>Bruce Lee</u>, principal, will maintain sign-in rosters and agendas of professional development sessions with copies to Diane Murrell and Dr. Myrtis Walker.</p>
<p>The District Administration will provide follow-up classroom observation at Douglas Elementary by an external reviewer and district team members to ensure classroom level implementation of guides.</p>	<p>Assistant Superintendent for Instruction, Diane Murrell</p> <p>ERT District Administration/Title I Director, Dr. Myrtis Walker</p> <p>External Professional Development Provider</p> <p>Principal, Bruce Lee</p>	<p>September 2008-ongoing</p>	<p><u>District team members</u> and external reviewer will keep data (logs, copies of findings, and feedback) with copies of each to be submitted to <u>Dr. Myrtis Walker</u> and <u>Bruce Lee</u> who will establish and maintain a file of findings.</p>

<p>Quarterly reviews will be held to collect data and assess progress towards implementation of guides and immediately needed revisions to guides. Teacher input and feedback will be gathered along with performance data of students to determine subsequent revisions needed to the guides.</p>	<p>Assistant Superintendent for Instruction, Diane Murrell</p> <p>ERT District Administration/Title I Director, Dr. Myrtis Walker</p> <p>Principal, Bruce Lee</p>	<p>October 2008</p> <p>January 2009</p> <p>March 2009</p> <p>June 2009</p>	<p><u>Diane Murrell</u>, Assistant Superintendent for Instruction; <u>Dr. Myrtis Walker</u>, District ERT administrator; <u>Bruce Lee</u>, principal; <u>Cherya Clark</u>, assistant principal will conduct quarterly reviews and compile feedback and recommend revisions in notebook and/or folders. Decisions will be made about changes to the working documents during the year and/or at the end of the year.</p>
<p>The District will coordinate the services of an external consultant to work with the faculty and administrator of Douglas Elementary to develop horizontal and vertical statistical analysis of the strengths and weaknesses of the instructional program based upon student performance on PACT and MAP results throughout the 2008-2009 school year.</p>	<p>Consultant</p> <p>Dr. Myrtis Walker, District ERT Administration</p> <p>Principal, Bruce Lee</p>	<p>September 2008 – on-going</p>	<p>Pacing guides will be utilized throughout the year; MAP testing will occur at three intervals (fall, winter, spring); PACT data from May 2008 will be analyzed. These three sources will guide grade level and schoolwide data that will be used to chart student achievement. Strengths and weaknesses in the instructional program at Douglas Elementary by classroom teacher, by grade level, and across grade levels will be identified. Documentation will be copies of data assembled throughout the year with monitoring by the <u>District ERT Administrator (Dr. Myrtis Walker)</u> at the end of November, February, and May with results filed in FSRP data notebooks in principal's and district offices.</p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Instructional Leadership Goal 2: By April 1, 2009, the Edgefield County School District will facilitate the administration of MAP (Measures of Academic Progress) and provide professional development to ensure analysis of performance data and its use for programmatic improvements to assist Douglas Elementary in the accomplishment of the following student achievement goals:

Focused Goal 1: By April 1, 2009, 35% of the students in grades 3-5 will advance one performance level in mathematics as measured by comparisons of individual student RIT scores to the NWEA cut-off correlations from the Fall 2008 Pretest to Winter 2009 MAP administrations.

Focused Goal 2: By April 1, 2009, 60% of the students in Grades 3-5 will score 10 points or higher on a grade level writing prompt administered in February 2009 and scored using the 15 point SC Extended Response Rubric.

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Provide professional development for teachers in the analysis and utilization of MAP data to increase student performance	Assistant Superintendent, Diane Murrell ELA Facilitator, Debbie Hennessee Consultant (TBA)	August 2008-on-going	Agendas and sign-in sheets will be maintained by <u>Bruce Lee</u> , principal as documentation of professional development to assist teachers with the analysis of MAP data and strategies for improving student achievement.

<p>Provide a district schedule for MAP benchmarks and dissemination of results to meet timelines required for appropriate student diagnosis and development of school level intervention strategies to provide targeted instruction.</p>	<p>Assistant Superintendent, Diane Murrell</p> <p>Principal, Bruce Lee</p>	<p>August 2008 – May 2009</p>	<p>A calendar, district schedule, agendas, and sign-in sheets will document MAP testing timelines and program planning for small groups and individual assistance. Rosters of student assignments for ELA and Math RIT instruction will be maintained by testing periods to document adjustments based upon student needs as identified by MAP results (fall, winter, spring). Documentation will be maintained by <u>Bruce Lee</u>, principal.</p>
<p>Contract and provide services of consultant to instruct teachers in the use of the NWEA program components (e.g., Des Carte module) to develop instructional activities and provide targeted assistance based upon individual student's RIT scores in ELA and Math.</p>	<p>Assistant Superintendent, Diane Murrell</p> <p>Dr. Myrtis Walker, District ERT Administration</p> <p>Consultant (TBA)</p> <p>MAP trainer (TBA)</p> <p>Principal, Bruce Lee</p> <p>Debbie Hennessee</p>	<p>September 2008 – December 2008</p>	<p>A consultant with expertise in use of the NWEA MAP components will train teachers in maximizing use of all components/modules available (reports, strategies, differentiated instruction, etc.). Agendas and sign-in sheets, along with samplings of teacher application will be maintained in MAP training folder by <u>Bruce Lee</u>, principal, and <u>Diane Murrell</u>, Assistant Superintendent for Instruction.</p>

<p>District will facilitate the services of a consultant to assess the effectiveness of the math instructional program at Douglas Elementary using MAP data as a major measurement criterion.</p>	<p>Assistant Superintendent, Diane Murrell</p> <p>Math Coach, Kathy Prince</p>	<p>September 2008 – on-going</p>	<p>During the 2008-2009 year, a new program (Math Out of the Box) will be implemented. The degree of success will be monitored using MAP results throughout the year to project performance on PASS. The consultant will monitor the implementation of the program along with the Douglas administration and math coach. MAP comparisons for 2006-2007 and 2007-2008 will be compared to 2008-2009 at three testing intervals to gauge progress. Documentation will be maintained by <u>Bruce Lee</u>, principal and <u>Kathy Prince</u>, math coach.</p>
<p>The district will provide writing training and designate 2 in-house ELA specialists to work extensively with Douglas Elementary classroom teachers on the use of the Extended Writing Rubric, the development of inter-rater reliability, and the improvement in teaching of the writing process skills.</p>	<p>Assistant Superintendent, Diane Murrell</p> <p>Writing Consultant</p>	<p>September 2008 – on-going</p>	<p>Two school level Title I ELA specialists will be trained to lead the faculty at Douglas Elementary through a writing improvement initiative during 2008-2009 using “Write From the Beginning” as a primary component. Training details for 2 specialists will be maintained by <u>Diane Murrell</u>, Assistant Superintendent for Instruction. Grade level trainings at Douglas Elementary will be documented by sign-in sheets with details of topics presented and checklists of evidences of student writing to be maintained by 2 ELA Title I teachers (<u>Cindy Mathis and Debbie Hennessee</u>).</p>

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation**

**Title and Description of Each Program and Initiative
Included in the FSRP**

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

- **Measures of Academic Progress (MAP) – a Computerized Program of Skill-Based Benchmark Assessment published by the Northwest Education Association**
- **National Council Teachers of Mathematics (NCTM) – a national teacher's organization devoted to the teaching of mathematics.**
- **Palmetto Achievement Challenge Test (PACT) – the state of South Carolina standards-based assessment**
- **Math Out of the Box – a hands-on math curriculum developed by Clemson University and based on the South Carolina standards**
- **Write from the Beginning – a writing program developed by Innovative Learning Group**
- **Fantastic Five – daily practice in each math category developed by the NCTM. This program is published by Gunnells Publishing Company.**